



2013-2014 Report Back

Institution Name:	Nipissing University
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated ***Nipissing University's*** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in ***Nipissing University's*** 2013-2014 Report Back is denoted with the symbol (+).



1) Enrolment - Headcount*

DEFINITION: **Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

Nipissing University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **3,481**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Nipissing University** to the Ministry for 2013-2014 = **2,903**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Nipissing University** to the Ministry for 2013-2014 = **473**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Nipissing University** to the Ministry in 2013-2014 = **58**.

* The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Headcount is derived from Fall 2013 University Statistical Enrolment Report (USER) file selecting eligible, full-time, students.

Please provide one or more examples, in the space provided below, of highlights from **Nipissing University's** Enrolment Management Plan that **Nipissing University** used during 2013-2014 to manage enrolment.

In 2013-2014, Nipissing University's Marketing and Recruiting departments merged in order to streamline the student recruitment process and create synergies.

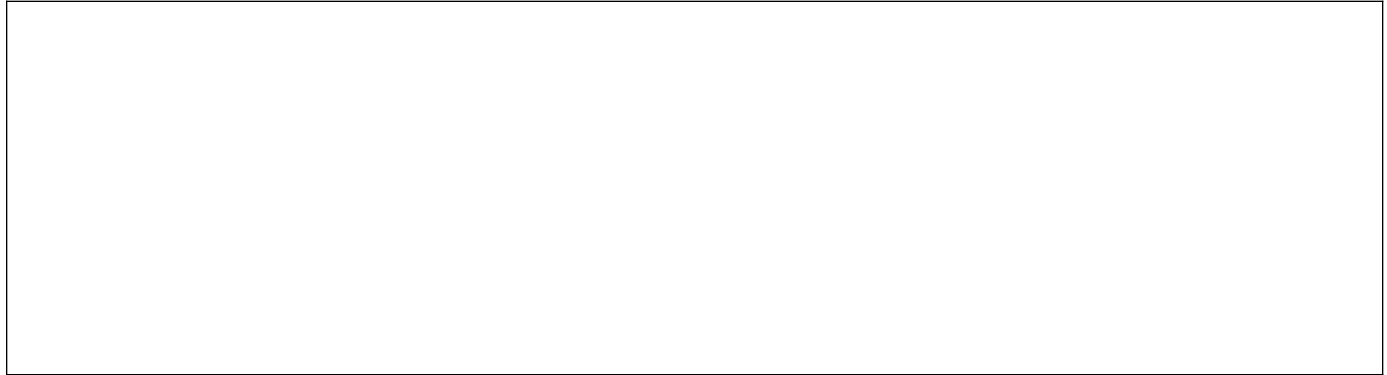
Research to educate marketing efforts and create a more efficient and effective marketing strategy was undertaken. The University increased its investment in both marketing and recruiting, focusing on growing brand awareness in targeted geographic areas throughout the Province.

The university continued to focus its outreach on the high school market, while at the same time expanding efforts targeting other markets, including college and university transfer students and graduate students.

A new marketing campaign, *ibelongatnipissingu*, was launched; the campaign encompasses all undergraduate student recruitment advertising, print and digital materials. As well, ongoing improvements to the web site have been made in order to facilitate access to information for prospective students.

Ongoing research is being conducted to provide insight into the prospective student market and marketing efforts. The University plans to expand recruitment efforts into other provinces in 2014-2015 and to develop an international enrolment program.

A new Anthropology program was launched. Options include a major, specialization or a minor where in-class theoretical study supports research in areas such as water quality and preservation, transitions in northern and rural communities, and also offers the technical background to prepare students for participation in field work and archeological digs.



2) Under-Represented Students: Students with Disabilities*, First Generation and Aboriginal*****

DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **Nipissing University's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Nipissing University who registered with the Office for Students with Disabilities and received support services in 2013-2014= 364</p> <p>The total indicated above as a comparative % of Nipissing University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 364 ÷ 3,481⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 10.5%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Nipissing University in 2013-2014= 410</p> <p>The total indicated above as a comparative % of Nipissing University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 410 ÷ 3,481⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 11.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Nipissing University in 2013-2014 = 113</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Nipissing University in 2013-2014= 197</p> <p>The total indicated above as a comparative % of Nipissing University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 197 ÷ 3,481⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 5.7%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Nipissing University in 2013-2014 = 124</p>

* The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

STUDENTS WITH DISABILITIES:
Numbers reported above are based on the annual reporting requirements set out in Table 1 of the report to the Ministry of Training Colleges and Universities for the Accessibility Fund for Students with Disabilities (AFSD).

FIRST GENERATION STUDENTS:
Numbers reported above are derived from institutional records where students may optionally self-identify on their Ontario University Application Centre (OUAC) application or directly on their student profile with the university through Web Advisor.

ABORIGINAL STUDENTS:
Numbers reported above are derived from institutional records where students may optionally self-identify on their Ontario University Application Centre (OUAC) application or directly on their student profile with the university through Web Advisor.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Nipissing University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Nipissing University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Nipissing University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment.</p>
<p>During the 2013-2014 academic year, Student Accessibility Services (SAS) hired a 3rd Accessibility Consultant (AC) and consequently we restructured our caseloads to better reflect the changing demographics and demands of our disabled student population. The new division is as follows:</p> <ul style="list-style-type: none"> - AC for students with physical, medical, sensory and temporary disabilities. This ACs' caseload also includes all Distance Education and Muskoka Campus students. - AC for students with mental health disabilities and autism spectrum disorders (on campus) - AC for students with learning disabilities, ADHD, and acquired brain injuries (on campus) <p>A number of measures were taken to reduce noise distraction for student's writing exams in SAS. BOSE noise cancelling headphones are available; Sound Seal soundproofing is installed on all testing doors; and carpets for SAS hallways were rented for the exam period.</p> <p>Transition supports for first year students registered with SAS were enhanced again this academic year. Student Accessibility Services coordinated with the Learning Network to bring our students timely and relevant workshops on a variety of student success topics including study skills and strategies, time management, career planning, stress management, and much more.</p>	<p>Nipissing University's Gen 1: First in the Family program coordinated by the Student Learning and Transitions department, within the Student Development and Services division, is intended to increase the recruitment and retention of first generation students at Nipissing University. This program seeks to accomplish these aims through intentional programming to increase academic and social integration of first generation students within our campus.</p> <p>In 2013-2014, a comprehensive program review was completed in order to determine areas of marked success and opportunities for growth moving forward. As a result of this process, the program was rebranded to reflect the changes to its parameters and emphasis on community, greater importance was placed on using diagnostic tools to proactively identify at-risk students, and partnerships across student support services were formed to ensure ease of access for students.</p> <p>The "Gen 1: First in the Family" rebranding was the first step in aligning the desired learning and development outcomes of the program with the marketing and promotional messaging produced by and for the program. Removing terms which carry unintentional messaging and symbolism (e.g. project) have allowed for greater awareness and interest from our largest target demographics (first generation</p>	<p>The vision of Aboriginal Mentorship Initiatives at Nipissing University centres on wiidooktaadwin, an Anishnaabe word which means "helping one another." In 2013-2014, Aboriginal university students volunteered with local Aboriginal secondary school students working together on inquiry-based projects that included cultural art works, organized physical activity, and traditional social gatherings. Wiidooktaadwin mentors participated in trainings, meant to support their development as emerging leaders, which included cultural support from Elders and traditional teachers who emphasized the value of leadership, working with one another, and the importance of sharing their unique gifts. They volunteered 2-3 hours per week over a five-week session for a total of approximately 30 hours each. The five-week session culminated in an Aboriginal Leadership Conference followed by a celebration on campus. The Aboriginal Leadership Conference focused on traditional Anishnaabe forms of leadership, Anishnaabe language, role modeling from Elders, traditional teachers, Aboriginal alumni and university students, the cultural practices of feasting, and networking with Aboriginal youth from across the local community. The celebration was an opportunity for Wiidooktaadwin youth and mentors to present their projects to a community of their peers, their families, teachers from the local secondary schools and staff at the university. They reflected on</p>

<p>The provision of services for students attending Nipissing's Muskoka Campus was enhanced with the transfer of Macbook laptops, all including Kurzweil and Dragon Naturally Speaking, from the North Bay campus to the Muskoka campus for testing accommodations.</p> <p>As Nipissing's distance education programing and online course offerings continue to grow, SAS has focused on our students who require academic supports at remote locations through the introduction of virtual intakes and teleconference appointments for students. In addition to these services, most of our forms requesting services and support are now also available via web forms. These include our Self-Identification form, requests for technology and alternate format materials, and our Returning Student Form.</p> <p>All of our SAS students now have the option to request their Letters of Accommodations be released to their professors via email. This is a timely option requiring fewer steps and offering a very quick response time. Both students and faculty have responded favourably to this choice with approximately 90% of our students now requesting this mode of delivery. This process is initiated through the newly implemented, Returning Student Form (see following).</p> <p>Each term students are requested to complete a Returning Student Form (online or on paper) and submit this form to SAS. This form allows us to update our database and to release the students' Letters of Accommodation for the current term. This new strategy has allowed us to monitor more closely our students' activity and to manage better our caseloads and track more accurately our numbers of 'active' students each term.</p> <p>SAS has begun distributing a monthly e-newsletter. This newsletter is electronically mailed to our students once a month to keep them apprised of</p>	<p>prospective students and their supporters). Further to this, the branding has been a great asset in assisting new staff and faculty in providing direct referrals to our program as it clearly identifies the intended audience.</p> <p>The Gen 1 Program has begun utilizing a retention management system which measures receptivity of at-risk students to support services offered across the campus. Harnessing technology in this way allows us to be proactive in our referrals, as well as give us insight into the areas that first generation students perceive are having positive or negative affects on their studies and persistence. This information informs the academic programming that is offered throughout the year and we revisit this data regularly to monitor the students' success. These offerings in conjunction with our community building initiatives (including events such as winter horseback riding) provide informal and formal opportunities for first generation students to develop the support network that they require for personal success. As a result of the increased information available through the retention management system, we have also been able to form strategic partnerships in the community and across campus to provide innovative workshops, seminars, and learning opportunities and link them to our programming. In doing so, students have demonstrated an increased confidence in navigating the support systems available at Nipissing University and have articulated the positive impact of the Gen 1 program on their studies at Nipissing University.</p>	<p>experiential learning, the project based approach, cultural support and volunteerism. Aboriginal university student mentors volunteered a total of 80 hours for this project in four secondary schools in 2013-2014. In 2014-2015 Wiidooktaadwin Aboriginal Mentorship Initiatives will place Aboriginal university mentors in seven local schools (secondary and elementary) for a total of 210 estimated volunteer hours with local Aboriginal learners in grades 7-12.</p> <p>In 2013-2014, the Office of Aboriginal Initiatives created a new position, Community Liaison and Development Coordinator, to conduct outreach to local and regional Aboriginal learners through visits to First Nation communities as well as coordination of on-campus recruitment events for Aboriginal learners. Initiatives included building on previous Aboriginal events to develop Debwendizon: Aboriginal Youth Education Gathering - a gathering that connects Aboriginal learners with Nipissing University faculty, staff, and current students in hands-on experiential learning opportunities. Debwendizon centres on the Anishnaabe word which means "to believe in yourself" and promotes post-secondary education for Aboriginal learners in grades 9-12. Opportunities included Aboriginal youth engagement with faculty members in Biology and Anthropology, learning opportunities in the greenhouse and herbarium on campus, and hands-on sessions in fine arts and physical health and education. The Aboriginal youth connected with current Nipissing University students, including a Varsity athlete, listened to a keynote by the President of Nipissing University, and viewed a screening of a documentary film on Aboriginal youth activism followed by a panel discussion of Aboriginal educators. Aboriginal youth from local secondary schools and from two regional First Nations participated.</p> <p>The Aboriginal Advantage Program (AAP), coordinated by the Office of Aboriginal Initiatives, began in 2011 and</p>
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<p>important dates, events, reminders and deadlines. The newsletter may also included relevant tips/resources/links for study, relaxation, organization, etc.</p>		<p>is intended to increase enrolment and retention of Aboriginal learners at Nipissing University. Since the AAP began, students from 21 First Nations have enrolled. In 2013-2014, the successful completion rate of the AAP's cohort was 74%. Additionally, Nipissing University retained 58% of the AAP cohort, with 10% successfully transferring to other post-secondary institutions. Aboriginal learners who did not continue their studies at Nipissing University cited deferment of their studies, return to work and family obligations.</p>
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3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	3793(+)	720(+)	282(+)	55(+)
2010	3908(+)	832(+)	253(+)	54(+)
2011	4050(+)	1037(+)	375(+)	91(+)
2012	4298(+)	994(+)	818(+)	254(+)
2013	4301	1009	834	280

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *Information only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **Nipissing University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Nipissing University** should report institutional data which includes data from OUAC and other sources.

Year	Nipissing University's Total Applications	Nipissing University's Total Registrations	Nipissing University's Transfer Applications	Nipissing University's Transfer Registrations
2012	5016 ⁽⁺⁾	1056 ⁽⁺⁾	1131 ⁽⁺⁾	335 ⁽⁺⁾
2013	4974	1026	1160	252

*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

The above registration numbers include FT only. When PT registrations are added, the total number of registrations becomes 1452 and the total number of transfer registrations becomes 493.

Additionally, it should be noted that Nipissing University's collaborative BScN degree program with Canadore College is an *integrated* model where Nipissing provides full credit at a 1:1 ratio for credits earned by students in Canadore College Nursing courses. Consequently, students in the BScN Collaborative degree program are not counted technically as transfer students. In 2013-14 there were 478 applications to, and 116 registrations in, the BScN Collaborative Program.



In the space provided below, please provide one or more highlights of an activity that **Nipissing University** used in 2013-2014, and which contributed to maintaining or improving **Nipissing University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

During 2013-2014, Nipissing University updated contract templates and content language for existing and new transfer credit partnerships. The objective of this initiative was achieved, resulting in consistency across agreements and more formalized language regarding general policies with colleges. New advanced standing policies were developed during 2013-2014 to include Strength and Sport Conditioning, Recreation Therapy and Recreation and Leisure Services diploma programs with Canadore College Nipissing University included exploration of pathways and transfer opportunities as part of the ongoing discussions for the restructuring of the Concurrent Education program. In addition to college transfer credit recognition, advances were achieved in recognizing certain CGA courses, Chartered Insurance Professionals (CIP) courses completed through the insurance Institute of Canada (IIC) and courses through the Institute of Canadian Bankers (ICB).

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Nipissing University's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	246 ⁽⁺⁾	77.8% ⁽⁺⁾	228 ⁽⁺⁾	70.8% ⁽⁺⁾	193 ⁽⁺⁾	71.0% ⁽⁺⁾	132 ⁽⁺⁾	84.6% ⁽⁺⁾
30 to 60 students	49 ⁽⁺⁾	15.5% ⁽⁺⁾	78 ⁽⁺⁾	24.2% ⁽⁺⁾	74 ⁽⁺⁾	27.2% ⁽⁺⁾	23 ⁽⁺⁾	14.7% ⁽⁺⁾
61 to 100 students	15 ⁽⁺⁾	4.7% ⁽⁺⁾	14 ⁽⁺⁾	4.3% ⁽⁺⁾	5 ⁽⁺⁾	1.8% ⁽⁺⁾	1 ⁽⁺⁾	0.6% ⁽⁺⁾
101 to 250 students	6 ⁽⁺⁾	1.9% ⁽⁺⁾	2 ⁽⁺⁾	0.6% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	316 ⁽⁺⁾	100.0% ⁽⁺⁾	322 ⁽⁺⁾	100.0% ⁽⁺⁾	272 ⁽⁺⁾	100.0% ⁽⁺⁾	156 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving **Nipissing University's** class size initiatives. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

As an internal measure of classroom space management, Nipissing University monitors the number of course registrations per section. Our overall Fall/Winter 'course registrations per section quotient' effectively decreased from 26.23 reported in 2012-13 to 25.55 in 2013-14, using the same parameters in the combined faculties of Arts & Science, Applied & Professional Schools and Education at the North Bay campus.

Additional classroom space was created as the final renovations were completed in the former Library space and new space created in the RJ Surtees Athletic Centre expansion. A total of 7 new classrooms at the North Bay campus increased our instructional space by 6,618 square metres.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **Nipissing University** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data:

Based on the definitions provided above, provide **Nipissing University's** eLearning data for 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	68	30
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	6	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	74	30
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	3	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	3	1
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,793	632
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	215	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	4,008	632

*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Courses: Includes only the total number of unique courses; not multiple sections of the same course.

Programs: Includes only unique programs (UG: BCOMM, BBA, RPN-Bridging) Registrations: Counts all students in all sections in the above courses

It should be noted that although the number of unique courses offered increased by 15 over the previous year, student registrations in the undergraduate programs increased by 147% to 4,008 up from 2,735 in the previous year. Rapid growth in specialized programming such as our RPN to BScN program requires offering multiple sections of courses.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **Nipissing University's** use of Hybrid Learning courses and/or Programs.

Our hybrid learning pathway known as the College Partnership Program continues to grow both in terms of student enrolments and programs delivered. In addition to the existing Bachelor of Commerce degree program, the Bachelor of Business Administration (BBA) was introduced to the College Partnership program in 2013-2014.

While students enjoy face to face learning supports through facilitated face to face tutorials, the program is an online program as per the definition of 50% of the experience being online.

In 2013/14 our College Partnership Program experienced an 118% increase in student registrations with 321 students registered in 2013-2014.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **Nipissing University**. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

At the conclusion of the 2013-14 academic year, the coordination of eLearning supports and programming was de-centralized and re-allocated to existing departments where current specialized administrative supports (registration, academic advising, library), technological resources (learning platform) and program specific course offerings are delivered. This re-structuring strategy is part of the institution's overall efficiency and resource management planning.



6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Nipissing University** had in 2013-2014:

- Outbound students* = 132

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 33

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Nipissing University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A / N/A	N/A	0

*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

Outbound and Inbound student numbers are derived from Nipissing University's registrarial records in conjunction with the International Initiatives Office.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving **Nipissing University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In the previous year's MYAA report we had indicated Nipissing University's involvement in the HRSDC funded BioPower Project that involved two European Union universities. As a result of the consortia partnership we have now signed bi-lateral agreements with each of these universities that are located in Finland and Slovakia. As a further testimony to our excellent relations with these two universities, Nipissing University was invited to participate in a call for proposal for Erasmus+ funding through the European Commission for another consortia project entitled " Empowering Regional Development and Innovations.



7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Nipissing University** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Nipissing University with a Co-op Stream	0	0
Number of students at Nipissing University enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

Co-op streams or co-op programs, as defined by the Canadian Association for Co-Operative Education (2012) are not available.

Work-Integrated Learning is available across several disciplines. These include internships, clinical practicums in Nursing, teaching practicums in Education, service learning community placements, international work-study programs and volunteerism.

Though the Ministry's Productivity and Innovation Fund, Nipissing University's School of Nursing received over \$702,000 for simulation equipment as well as approximately \$43,000 in financial support for faculty to develop simulation scenarios and participate in related training. Nipissing was one of numerous schools of nursing across the province to receive funding which is part of the Ministry's longer term commitment to improving practicum experiences for students.

The equipment and new expertise helps prepare students for the transition from the classroom to the workplace and allows them to be exposed to certain clinical areas that are often unavailable due to limited placement opportunities. Through this project, Nipissing continues to work in collaboration with universities from across the province in areas of pedagogy, instructional and programmatic activity to improve simulation education.

8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Nipissing University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **88%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Nipissing University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **82%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Nipissing University** used in 2013-2014 to measure student satisfaction.

During 2013-14, Nipissing University used the following methods to measure and assess student satisfaction through participation in:

- The Canadian University Survey Consortium-Consortium canadien de recherche sure les etudiants universitaires (CUSC-CCREU) Survey of Middle Years Students;
- Canadian Graduate and Professional Students Survey (CGPSS);
- Course Evaluations completed by students at the conclusion of each course section offered;
- Canadian University Report Card (Globe & Mail);
- Regular meetings involving members of university management and Nipissing University Student Union (NUSU) executive members;
- Departmental client/customer evaluations (e.g. Student Development and Services, Library Services);
- Social media;
- Student representatives are included on the University Board of Governors and Academic Senate

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **Nipissing University**. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

In 2013-2014, we embarked on a series of updates to our orientation programming to ensure a positive impact on the student experience. Specifically, we reviewed the curriculum of various orientation programs to find gaps and repetitive components that would negatively impact student satisfaction with the programs. We focused on ensuring that information being provided at the various orientation points (July, September, January) were relevant to the students and their supporters for that timeframe and adjusted the schedules and sessions accordingly. We also hired a Transfer Resource and Development Coordinator to support our on-site and distance transfer students throughout their orientation and ensure they knew how to access all of the supports afforded to them by Nipissing University.

Nipissing University announced in 2013-14 that it is making a significant addition to the student experience, as well as the local sports scene, with the introduction of men's and women's varsity basketball. The teams will begin play in the Ontario University Athletics (OUA) league, in the 2014-15 season. Varsity athletics plays a significant role for universities, enhancing the student experience, providing a source of pride for students and community, building national profile, and bringing the city and the university together in cheering for the student-athletes. During 2013-2014, the university successfully hired high profile men's and women's head coaches who immediately began recruiting for the inaugural year of play.

9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Nipissing University** = 88.3%^{(+)*}

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Nipissing University** used in 2013-2014 to measure graduation rate.

During 2013-2014, Nipissing University added new parameters to the student information database which allowed for the inclusion of winter term entries and the option to track a cohort group's progression to graduation in either the same program or in any program. Updates allowed for the integration of the common degree structure. Graduation rates are included in the self-study component of Institutional Quality Assurance Process.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving **Nipissing University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

During the 2013-2014 academic year, the Student Learning and Transitions department increased its capacity to support academically at-risk students using a retention management system and Academic Success Plans to assist students in their persistence towards graduation. This program yielded positive results, with every registered student continuing to their next year of study and demonstrating a growth in their academic skills and study strategies. Student Success Workshops, offered to all Nipissing University students, were also reviewed to ensure that students were not only introduced to strategies and diagnostic tools, but were able to implement them in their own studies to increase relevance and learning.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Nipissing University** = **89.09%**⁽⁺⁾

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Nipissing University** = **93.45%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Nipissing University** used in 2013-2014 to measure graduate employment rate.

During 2013-2014, Nipissing University was among 15 Ontario institutions that participated in the National Baccalaureate Graduate Outcomes Survey. 90.3% of our 2006 and 2007 graduates reporting that they are "currently working at a paid job or business or are self-employed" based on a response rate of 16.8%.

In addition to providing a rich source of data on labour market participation, graduates provided useful insight on topics which include:

- Impacts of their Undergraduate Education
- Goals Achieved
- Debt-load
- Effectiveness of their Undergraduate Degree Program, and
- Demographic Information

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving **Nipissing University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

Career Education Services introduced the Career Evolution framework for career support at Nipissing University. Our programs and services are developed in alignment with a set of global learning outcomes which seek to promote a proactive approach to create the work and life students desire. We have promoted our workshops and services as lifelong learning opportunities that enable students to make informed, educational, occupational, and employment choices. We have introduced more self-discovery focused technology and opportunities to learn in peer-to-peer environments to meet this end.



11) Student Retention

Using data from *Nipissing University's* Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide *Nipissing University's* achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	82.9%(+)	82%(+)	80.3%(+)	79.3%
1st to 3rd Year	76%(+)	73.6%(+)	72.9%	N/A(+)

*The space below is provided for **Nipissing University** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Nipissing University maintained its membership in the Consortium for Student Retention and Data Exchange during 2012-2013. Institutional data is gathered and reported annually. A cohort survival model remains the methodology for determining retention rates. Cohort is defined as full-time, first-time, first-year undergraduate students.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2013-2014, which contributed to maintaining or improving **Nipissing University's** retention initiatives. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

The Student Learning and Transitions department has supported student retention through a variety of high impact peer-to-peer learning initiatives such as Peer Tutoring, a peer-led Academic Skills drop-in centre, Student Success Workshops, Academic Success Program, and more. These programs are linked through an innovative intake and diagnostic process that allows our department to make proactive referrals based on the receptivity of the student to that referral and their indicated need for that level of support. This has increased our collaborative efforts with areas across the institution and has seen increased rates of referrals from faculty and staff. Many of our programs are completed with a capstone project which has students self-identify their areas for growth and identify the strategies that allowed them to persist to the next year. We hope to continue to develop innovative approaches in this regard in the coming years.

During 2013- 2014 through partnership with the Bell Let's Talk Community Fund, Nipissing University successfully expanded the availability of prevention based suicide training on campus by creating the capacity to provide Straight Talk and Tattered Teddies courses. Nipissing furthered this expansion by with the Mental Health First Aid: For Adults who Interact with Youth program and continued commitment to suicide prevention through the availability of safeTALK training.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Nipissing University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Expand Degree Completion Program for College Diploma Students in Business to Smaller Sites ⁽⁺⁾	NIPS-CPR1-I ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	Data continues to be collected as part of this initiative and as resources allow, further efforts will be made to virtually link small classrooms and maintain instructional quality.
Evaluation and Enhancement of Experiential Learning Opportunities in Business Programs at Nipissing University ⁽⁺⁾	NIPS-CPR3-I ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	We continue to collect data related to this project as the institution moves ahead to implement experiential learning offerings
Development and Implementation of a Formal Program Prioritization and Strategic Enrolment Plan ⁽⁺⁾	NIPS-PP4-I ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	The project has continued with the collection and evaluation of qualitative departmental data and combining these with the quantitative information collected during the project.
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation ⁽⁺⁾	QUEN-CPR2-M ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	Nipissing continues to benefit from the investment in enhanced clinical simulation equipment expanding the capacity of its learning labs.
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	This project continues to roll out. As a small institution we would not have had the resources required to properly implement this size of project.
Facilities Management System ⁽⁺⁾	CANA-ASDT2-M ⁽⁺⁾	It would have been difficult to carry out this work from existing funds.	This project continues to roll out. As a small institution we would not have had the resources required to properly implement this size of project.

*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Not uncommon for institutions in the Post-Secondary Education sector, Nipissing is facing significant budget pressures. It would have been difficult to garner the resources to carry out any of these projects from our existing funds without impacting other areas of the institution.



Attestation:



Nipissing University confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Nipissing University's** Executive Head.

Contact:

For additional information regarding **Nipissing University's** 2013-2014 Report Back please contact -

- Name: Dan Pletzer
- Telephone: 705-474-3450 ext 4012
- Email: danp@nipissingu.ca

Please indicate the address on **Nipissing University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://www.nipissingu.ca/departments/institutional-planning/Pages/Multi-Year-Action-Plans.aspx>